

## **ANALYSIS OF ENGLISH TEACHING MATERIALS USED AT ELEMENTARY SCHOOLS IN KECAMATAN PADANG UTARA**

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### **ABSTRAK**

Penelitian ini menganalisis materi bahasa Inggris yang digunakan pada sekolah dasar yang ada di kecamatan Padang Utara. Data penelitian ini ialah 7 buku sumber (materi ajar) bahasa Inggris yang digunakan pada kelas V (lima) dan buku ini diperoleh dari 7 sumber sekolah dasar yang ada di kecamatan Padang Utara. Masalah yang diangkat dalam penelitian ini ialah materi bahasa Inggris yang digunakan di SD Kecamatan Padang Utara relevan dengan kurikulum KTSP 2006 dan perkembangan kognitif dan socio emosional anak SD. Penelitian ini merupakan Descriptive Research dengan menggunakan instrument checklist format. Hasil penelitian ini menunjukkan bahwa dari 7 sekolah Dasar yang ada di Kecamatan Padang Utara, hanya 2 sekolah yang menggunakan materi ajar berupa buku (textbook) yang berjudul *grow with English* dan *lets' learn English* penerbit Erlangga sedangkan 5 sekolah lagi menggunakan LKS (lembar kerja siswa) dengan judul *Sang Juara, Kreatif dan Sang Bintang* sebagai bahan ajar atau materi ajar yang digunakan dalam mengajar bahasa Inggris. Dari 7 materi ajar yang digunakan ada sekolah dasar kelas lima di kecamatan Padang Utara, hanya 64,3 % tingkat korelevan materi ajar dengan kurikulum, dan 61,42% tingkat korelevan materi ajar yang digunakan dengan perkembangan kognitif anak SD. Sedangkan dari segi perkembangan sosio emotional anak SD, materi ajar yang digunakan mencapai tingkat korelevan rendah yaitu 55,74 %.

Kata kunci: materi ajar, Kognitif development, socio emotional development, bahasa Inggris.

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## A. Introduction

The government of Indonesia has therefore set up the policy to introduce English language as a local content for elementary schools. Teaching English as local content at elementary schools seems to be difficult because many aspects should be considered by the teachers. The teachers must relate English teaching materials to elementary school students' development; their cognitive, socio emotional, language development, and the position of English as a foreign language.

In the case of students' development, based on Piaget (1980) their cognitive development is in the concrete operations level that can perform operation. The logical reasoning replaces intuitive idea as long as reasoning can be applied to specific or concrete examples. This means that they need materials which provide clear examples and illustrations and it will make the concept become concrete and can be understood clearly.

While, their socio emotional development is in the *industry Vs inferiority* stage as pointed by Erikson (1950) (in Santrok: 1994). In this stage, elementary school students are encouraged to develop a feeling of competence and belief in their skills in doing something. Those who receive little or no encouragement from parents, teachers, or peers will doubt their ability to be successful. In other words, it could create students inferiority feelings.

Meanwhile, based on their language development, elementary school students should learn easy vocabularies starting from noun, adjective, and the verb (Lesia: 2004). Thus, English teachers should facilitate them with the materials which have authenticity to their daily life and have relevancy with their development.

In the case above, teaching English at elementary schools should also consider the position of English as a foreign language. As a foreign language, teaching English is not as simple as in understanding mother language. It needs special strategies and procedures. It is because of English is only learned at school and the environment does not support the students to use it in their daily life. There are many language components that will make them confused such as the differences in structures of sentences, vocabularies, and the way of pronouncing the words. Hence, those problems make the students get difficulties in understanding the language.

Unfortunately, based on observation in some elementary schools in Kecamatan Padang Utara on October 2011, it can be inferred that a number of elementary schools seem to ignore school based curriculum (*KTSP 2006*) as the guidance for teaching English. Some English teachers are lazy to develop their own materials based on the standard stated in *KTSP*. They just use the materials from *LKS (Lembar kerja siswa)* which created by *MGMP (musyawarah guru mata pelajaran)* without considering some essential factors are dealing with students' developments and the position of English as a foreign language. As a result, teaching and learning English at elementary schools seem to be a burden for teachers.

Most materials in *LKS* provide students with difficult exercises. For instance, students are asked to write a descriptive text (describing places) and a procedure text (e.g. how to make a cup of tea). Meanwhile, elementary school students are expected to understand the meaning of descriptive pictures and they do not learn a procedure text. Then, the common exercises found in *LKS* are translating and creating a short text,

memorizing long sentences, spelling the paragraph. In fact, the teaching materials are lack of authenticity. It also makes young students lose interest quickly then they will find that English is as a difficult lesson.

In short, the entire phenomenon above seems against the theory of teaching English as foreign language to elementary school students. First, the materials, media, and activities are not in line with students' development. Moreover, the position of English as foreign language seems not to be considered by the teacher in teaching English for elementary school students. Hence, it is important to do the research to see whether the English teaching materials relevant with school based curriculum and elementary students' development.

Based on their cognitive development, there are several characteristics of English teaching materials which are relevant with elementary schools students' cognitive development. These characteristics proposed by Piaget (1967), Salkin (1985), Thomas (1992), Massey (2004), Cook (2005), and Kay (2011) which describe as follows; (1) the materials are realistic and objectives, (2) the materials provide concrete events, contexts, situations and information, (3) the materials encourage students to compare object and events, (4) the materials can encourage students to work in group and exchange thought, (5) the materials provide the students with the task, (6) the materials provide personal experience which occur in concrete situations, (7) the materials provide the students with drawing, models, audio, and video tape, (8) the materials provide opportunities for students to play with other students, (9) the materials are tangible, for example; the material is about writing invitation card, this kind of the materials is tangible because the students can find the invitation card in their daily life, (10) the materials are relevant with students' experience, (11) the materials should give learning experience to the students, (12) the materials should make the students feel at ease in drawing conclusion, and (13) the materials provide detail information.

Moreover, elementary school students can also be classified based on their socio emotional. Erikson (1968) emphasizes that development of human changes throughout the human life cycle. Erikson states that every human basically has 7 stages of socio emotional development. In case, elementary school students are in the fourth developmental stage which known as *industry versus inferiority*.

In this stage, elementary school students are eager to learn something new for them and they have excessive energy for playing or doing something. Moreover, teachers have to keep controlling on their students' development and they have big responsibility to develop students in order to be industry or productive students. It means that the teacher should give the materials which are involving students in an activity of learning in the form of doing something or playing games. Furthermore, students are asked to participate in each activity such as in listening, speaking, reading and writing. All of the students will get the same opportunity to explore their self. Moreover, they can explore their creativity, talent, idea, and their bravery in doing something or involving in playing games in the learning process.

Furthermore, Erikson (1968), Lovett (1986), Dart and Bastable (2007) and Kay (2011) proposed several characteristics of English teaching materials which are relevant with elementary school students' socio emotional development. In this case, the materials should: (1) encourage students' independence and active participation, (2) use logical explanation, (3) provide students with the time to ask questions, (4) use analogies to make

the process real, (5) provide students with play therapy, (6) establish models or examples for students, (7) provide students to built feeling competence and to avoid inferiority, (8) relate care to other students' experience, (9) provide the students with the task in the form of group activities, (10) involve doing things, (11) involve the development of competence and skills (teaching 4 skills) and students accomplish it, (12) encourage students to use their physical and cognitive abilities to solve problem through playing games or doing projects.

Since teaching materials is one of the key components in teaching program, teachers are demanded to be able to select good teaching materials for their students. Selecting materials determines the running of the course and the underlines content of lesson relevant with students' development and school based curriculum (KTSP 2006).

Moreover, good materials could achieve an acceptable balance between knowledge and practice of language through conducting learning by playing and doing. It is clear that students can show or explore what they have got in the previous lesson through doing something in the classroom.

The suitable topics or themes of materials given are the concrete one and they have a set of purposeful activities. For instance, in listening skill, students must learn simple instructions in a school context. In this case, teacher can set one activity such as decorating classroom for one event and the instructions are learned by the students which related to the activity such as *move the table, move the chair, take the broom, sweep the floor, put the book to the stand and etc.* Thus, the instructions given by the teachers must be grounded on a set of purposeful activities and it is not just instructions like usual that we found in the classroom such as open your book, close the door.

Furthermore, Nunan (1988) shows how the principles below were realized in a particular set of materials. The materials or textbook for elementary school students should be clearly linked to the school based curriculum (KTSP 2006) which encourage fanciful, free, interesting and enjoy shape in learning English. Furthermore, the materials should be authentic in the terms of purposeful vocabularies (words, phrases and simple sentences) and purposeful activities that used in a school context. Materials should stimulate interactions between students to teacher and students to students. They can interact with other if the materials provide purposeful activities which are known as learning by playing and doing something. In fact, elementary school students are encouraged to develop their learning skill and skill learning dealing with doing something in the classroom, such as, making invitation cards.

Referring on the previous ideas, it can be concluded that English teaching materials used by English teachers should keep attention on the elementary school students' development. The materials given must consider the content of the textbook and language content (vocabularies) which have to include the relevant topic with school based curriculum (KTSP 2006) and provide the purposeful activities in the term of learning by playing and learning by doing. It is easy for students to understand the materials as long as they are concrete and have relation to their life. Then, the materials should give benefit for the students and do not corrupt the students' knowledge.

## **B. Research Methods**

This research is a kind of descriptive research since its purpose is to describe the data about the relevancy of English teaching materials toward students' development and school based curriculum (KTSP 2006). The data of this research was English teaching materials used at elementary schools at the fifth grade in Kecamatan Padang Utara. In this research there are seven schools observed as sources of the data in this study which are *SDN 08 Ulak Karang Selatan, SDN 23 Lolong, SDN 11 Lolong, SDN 05 Air Tawar Barat, SDN 03 Alai Timur, SDN 17 Gunung Pangilun, and SDN 29 Ulak Karang Utara*. The data is collected from all the English materials used by primary English teachers from seven elementary schools in Kecamatan Padang Utara. Then, the materials are analyzed based on checklist format.

## **C. Discussion**

### **1. The Relevancy of English teaching materials with School based curriculum (KTSP 2006)**

#### **a. Listening materials**

School based curriculum (KTSP 2006) has stated the basic competence and standard competence of listening skill very clearly. In this curriculum, the materials of listening skill are given to the elementary school students in the fifth grade must be in the form of instructions. This research, firstly, analyzed the materials of listening used by the eight elementary schools whether relevant or not with school based curriculum (KTSP 2006).

Based on the findings above, it was found that only school 3 and 5 had used the listening materials which high relevant with School based curriculum (KTSP 2006). The materials are; (1) the listening materials are a set of instruction in the form of command, (2) listening materials are a set of purposeful instruction in a set of one activity, (3) the listening materials are a set of instructions for doing a project or making something. In these materials specifically realistic and objective, the materials provide concrete events, context which relevant with students' experience. In addition, it is found that, the materials provide clear example in doing task individually even group work, provide picture and opportunities for students to play with other students. Furthermore, the materials are used really considered about the Elementary students' socio emotional development. The materials encourage students' independence and active participation and provide the students with play therapy because they had excessive energy in playing and doing something.

On the other hand, listening materials were used by the school 2 had average level of relevancy with school based curriculum. The materials given to the students are: (1) listening to a set of instructions in the form of command, (2) listening to the school and class description, (3) listening to teacher about someone feeling, (4) listening to the expressing about doubt, asking/giving clarity, (5) listening to a dialogue of asking information and direction to make greeting card.

Furthermore, listening materials used by the school 1 and 6 had very low relevant with school based curriculum (KTSP 2006). Then, the materials are just related to one aspect of indicators such as the material was a set of instructions in the form of command.

The materials used by the three schools are: (1) listen and say the words, (2) listen and repeat the dialogue (3) listen to the job profession, (4) listening to direction, (5) listen and repeat adjectives, (6) listen to the things in the classroom, (7) listen to the time.

The last, in the school 4 and 7 had used the same English teaching materials. The listening materials used by the teacher for elementary school students are listening to the dialogue, short message, and short paragraph. The materials for listening must be in asset of instructions; however, these schools used the listening materials in the form of listening dialogues like the most. Those materials had very low level of relevancy with cognitive and socio emotional development.

### **b. Speaking Materials**

English teaching materials must relate to the basic competence and standard competence of English for elementary school students which are reflected on school based curriculum (KTSP 2006). Based on the curriculum, in speaking skill, students are having conversation in form of transactional and interpersonal and yes /no questions or WH questions. They may have conversation about asking and giving thing or favor in the classroom, asking direction to find place, giving information about joining library members in a school, introducing self. Then, the materials provide the students to do a pretend play in the classroom in transactional and interpersonal conversation.

In the table 3, it was found the speaking skill materials used by the seven of elementary schools had difference relevancy. The speaking materials used by the school 1, 2 and 5 had high relevancy which the materials given are linked to the school based curriculum. Mostly the materials displayed the concrete event, situation, and information in practicing conversation with other students. These materials provide them to involve in role-play or pretend play..

Furthermore, that school 3 used the speaking materials relate to three indicators of school based curriculum. In contrast, it cannot found the materials about interpersonal conversation. In addition, there were two schools had average level of relevancy. These materials did not provide the students to have interpersonal conversation and to do a pretend play in the classroom. It is clear that the materials were only completed three indicators of speaking materials based on curriculum (KTSP 2006).

In addition, the school 4 and 6 were found that the speaking materials used by teachers had low relevancy with school based curriculum (KTSP 2006) indeed. The speaking materials were only focus on students' practicing to speak the dialogues and answer WH questions in the materials. In this situation, the materials are monotonous and do not facilitate the interactive, free, joyful, and active learning as stated in law number 41 in 2007.

The last, the speaking materials used in school 7 shows that there was no significant relevancy with school based curriculum. It was found that there was no detail information about the lesson, no example providing in doing task. Then, the speaking materials are about telling long story and practicing yes or no questions.

### **c. Reading Materials**

Reading materials for elementary school students have been limited into the scope of school based curriculum (KTSP 2006). Elementary school students should learn words,

phrase and simple sentences. As stated in indicators, reading materials must be in the form of; (1) spelling the alphabet and words together, (2) reading aloud a simple sentence, (3) providing playing or games in reading short sentences or text

Based on the table 4, it was clearly stated that in the school 1 and 5 had used reading skill materials were relevant with school based curriculum. In this reading material, students read the alphabet and words together by using correct spelling and provide the students to read aloud a simple sentence. Then, the materials provided playing or games in reading a sentence.

Moreover, the school 2, 4 and 7 had used the reading materials just relate two indicators in school based curriculum (KTSP 2006). In these materials were not found playing and games in reading a sentence. It means that there was not encourage the activity learning by playing and doing. In these schools, the materials used for teaching reading are; (1) read a short passage, (2) learn vocabulary about public place, (3) read list of adjectives, (4) read greeting card, (5) read a narrative story.

The last, there were two schools (3 and 6) had used the reading materials which had very low level of relevancy with school based curriculum (KTSP). These materials only focused on reading text aloud. The students are provided with long text or passage then the teacher asked them to read the text loudly.

#### **d. Writing Materials**

Teachers should be aware of the writing materials have to suitable with school based curriculum (KTSP 2006). The materials should in the form of ; (1) re-writing words, phrases by using correct path, (2) re-writing a sentences based on the examples given in the materials, (3) the materials integrate students to do a project such as making and writing greeting card, invitation card, etc, (4) the materials provide the students with playing games before writing a sentence.

Based on the data description, there were two schools (3 and 5) in the high level of relevancy with School based curriculum (KTSP 2006). These materials had completed all the indicators in checklist format.

Then, there were three schools (1, 2, and 7) had average relevancy with school based curriculum. This situation means that the teachers follow the school based curriculum as guidance for designing writing materials. These schools used the writing materials in the form of re-writing a word, phrase, write a sentence based on the example and the materials integrate students to do a project such as making greeting and invitation card. In these English teaching materials specifically realistic and objective, the materials provide concrete events, context which relevant with students' experience. In addition, it is found that, the materials provide clear example in doing task individually even group work, provide picture and opportunities for students to play with other students.

Last, the school 4, 6 and 7 used the materials in the form of re writing words, phrase and writing a sentence.. These materials provide the students with; (1) arrange the word into a good sentence, (2) complete the words and sentences, (3) write the time and days, (4) write the moth based on the picture. It was found that there was no detail information about the lesson, no examples provided in doing task.

## **2. The Relevancy of English Teaching Materials with Students' Cognitive Development**

Elementary school students are in the stage of concrete operational level based on their cognitive development. Piaget (1967) stated elementary school students can use their logical reasoning as long as the object is concrete. They start to think realistic and they can compare which one is object and which one is event.

This research, firstly, analyzed the English materials used by the seven elementary schools whether relevant or not with school students' cognitive development. It was found that only school 3 and 5 had used the English materials which high relevant with cognitive development. In these materials specifically realistic and objective, the materials provide concrete events, context which relevant with students' experience. In addition, it is found that, the materials provide clear example in doing task individually even group work, provide picture and opportunities for students to play with other students.

On the other hand, listening materials were used by the school 2 and 6 had average level of relevancy with students' cognitive development. Furthermore, the materials used by the school 1 had low relevancy with cognitive development. Then, the materials are just related to one aspect of indicators such as the material was a set of instructions in the form of command.

The last, in the school 4 and 7 had used the same English teaching materials. The listening materials used by the teacher for elementary school students are listening to the dialogue, short message, and short paragraph. The materials for listening must be in asset of instructions; however, these schools used the listening materials in the form of listening dialogues like the most. Those materials had very low level of relevancy with cognitive development.

## **3. The Relevancy of English Teaching Materials with Students' Socio Emotional Development**

Elementary school students had developed their psychology. This development is known by socio emotional development. Erikson (1968) emphasize that developmental of human changes throughout the human cycle. In this case, elementary school students are known as industry VS Inferiority person. At this stage, they are eager to learn new thing and they have excessive energy for playing or doing something.

Based on findings, there were two schools (3 and 5) used the materials which had high relevancy with students' socio emotional development. Mostly the materials displayed the concrete event, situation and information and the materials involve doing things and encourage students to use their physical and cognitive abilities to solve problem through playing games or doing projects.

Then, the school 2 had average relevancy materials with students' socio emotional development. In this materials found that the materials do not use analogies to make the process real and do not provide time to play.

Furthermore, the materials used by the school 1 and 6 had low level of relevancy with students' socio emotional development. It was found that there were no detail information about the lessons and no examples provided in doing task.



The last, the school 4 and 7 had very low level of relevancy with students' socio emotional development. These materials do not realistic and objective. It means that in materials do not provide the students what the students' should achieve after learning the materials. Furthermore, the materials just provide the students to do the task individually. All in all, these materials do not facilitate and encourage their socio emotional development.

To make it clear, the explanation above can be simplified into the comparable finding of the relevancy of English teaching materials for four skills with school based curriculum (KTSP 2006), students' cognitive and socio emotional development in the table 18 below.

**Table 18. The finding of English teaching materials relevancy with SBC, cognitive and socio emotional development.**

No	ES	SBC	COGNITIVE	SOCIO EMOTIONAL
1	ETM 1	77,1 %	37,5 %	51,21 %
2	ETM 2	77,1 %	75 %	73,17 %
3	ETM 3	77,1 %	80 %	78,04 %
4	ETM 4	41,7 %	32,5 %	36,58 %
5	ETM 5	100 %	97,5 %	95,12 %
6	ETM 6	41,7 %	67,5 %	56,09 %
7	ETM 7	35,4%	37,5	36,58%
	<b>Mean</b>	<b>64, % (Average)</b>	<b>61,42 (Average)</b>	<b>55,74 (Low)</b>

Note: ETM (English Teaching Materials), ES (Elementary schools), and SBC (school based curriculum).

From the table above, from the seven elementary schools in Kecamatan Padang Utara had used the English materials can be categorized as average level of relevancy based on School based curriculum and students' cognitive development. While, based on students' socio emotional development, English teaching materials used by the elementary schools had low level of relevance.

#### D. Conclusions and Suggestions

##### 1. Conclusions

There are some conclusions can be drawn. First, from the seven schools, there are only two schools used textbooks (Growth with English and Lets' learn English) as sources of materials in teaching English and the rest of schools used *LKS (lembar kerja siswa)* namely *Sang Juara, Kreatif and Sang Bintang* in teaching English for Elementary school students. Second, there were two elementary schools (3 and 5) had high relevancy of English teaching materials with school based curriculum, students' cognitive and socio emotional development. The materials given to the students provide concrete events, context situations and information. The materials provide group work, models and pictures and relevant with students' experience.

Third, elementary school 1 and 2 had high relevancy of English teaching materials with school based curriculum and they had average level of relevancy with cognitive and socio emotional development. The materials involve doing things in the classroom and playing games in learning. The materials provide the task which can encourage students' independence and active participation.

Then, the school 4 and 7 had very low level of relevancy of English teaching materials with the three aspect of indicators in which school based curriculum, students' cognitive and socio emotional development. The last, the school 6 used the English teaching materials which had very low relevancy with school based curriculum. On the contrary, the materials had average level of relevancy with cognitive and had low level of relevancy with socio emotional development.

## 2. Suggestions

Based on the conclusion above, some suggestion can be derived as follows:

1. It is suggested for principle to give such a kind of training for teachers to interpret the School based curriculum (KTSP) as guidance in designing and using English teaching materials for elementary school students.
2. Because of the important of considering elementary school students' development it suggested for the teachers to adapt, adopt and develop the materials from the accurate sources which have to relevant with students' development.

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